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| **STANDARD 1:** | **Teachers Demonstrate Leadership** |
| **Element A** | **Teachers lead in their classrooms.** |
| Developing | -Has assessment data available and refers to it to understand the skills and abilities of students  ‐ Accesses data from district assessments  ‐ Has written classroom management plan available and posted  -Links lessons to prior learning  -Has college displays  -Clarifies that passing is necessary for graduation  -Assumes responsibility for student achievement/proficiency/growth |
| Proficient | ‐ Uses a variety of formative and summative assessments to evaluate student progress and guide instruction  ‐ Data analysis guides lesson plans, activities, and group assignments  ‐ Communicates vision to students  ‐ Enforces the written classroom management plans  ‐ Reshapes instruction to fit needs of individual students  - Provides extra assistance to students as needed  - Refers to current events  - Relates instruction to preparation for life  - Continually encourages students to graduate and plan for college/career  -Correlates best instructional practices with progress of students to ensure student college and career readiness  -Generates data driven interventions to support student mastery of skills and concepts taught |
| Accomplished | ‐ Uses portfolios, rubrics, and other types of assessments to evaluate progress  ‐ Uses protocols for collaborative activities  ‐ Includes real‐life situations and 21st century skills in lesson plans  -Discusses impact of current events  ‐ Provides leadership opportunities in classroom  ‐ Vision is communicated/modeled to produce student leaders in the classroom  ‐ Differentiates instruction and assignments based on data  -Creates processes and procedures to align best practices and data driven interventions to facilitate replication of best practices among peers |
| Distinguished | ‐ Analyzes data with colleagues to make decisions about student needs and instructional planning  -Maintains accurate records of every student's progress  -Establishes procedures to ensure that all students participate in discussions and share roles in group work  ‐ Facilitates workshops at the school level to ensure all students succeed by using best practices connected to student data  ‐ Leads school wide workshops on how to differentiate instruction and assignments based on data and/or how to create a safe and orderly learning environment  -Demonstrates processes and procedures to align best practices and data driven interventions to colleagues and coaches peers for implementation of best practices  -Leads school and district PLCs in collaborative work to support teachers and improve effectiveness |
| **Element B** | **Teachers demonstrate leadership in the school.** |
| Developing | -Attends Professional Learning Community meetings  -Attends grade level, faculty, SIT meetings  -Has a copy of the School Improvement Plan  -Seeks to understand school norms and cultural expectations of school community |
| Proficient | ‐ Actively participates in Professional Learning Community (PLC) and other professional meetings  -Serves on school committees  ‐ Analyzes data with colleagues to make instructional decisions  ‐ Provides suggestions and feedback to School Improvement Team members  -Positively participates in new initiatives  -Provides input to enhance student learning  -Develops Professional Development Plan (PDP) |
| Accomplished | ‐ Facilitates Professional Learning Community meetings and/ or serves as a grade level, department, or School Improvement Team representative  ‐ Assists in developing plans to foster academic growth  ‐ Observes peer teachers to learn new strategies  ‐ Shares plans, strategies, etc with new teachers  ‐ Serves as an advisor or coach for a student extracurricular club/team or other activities  -Serves on interview committees for hiring new personnel  -Demonstrates reflective self-improvement goals in the development of Professional Development Plan (PDP) |
| Distinguished | -Serves as a leader in implementing or advocating the creation of goals in the School Improvement Plan  -Leads staff development  -Identifies and suggests solutions for issues across and beyond grade level/team/department  -Serves as a mentor or induction coordinator for new teachers  -Invites other teachers into the classroom to share strategies  -Leads demonstration lessons for peers |
| **Element C** | **Teachers lead the teaching profession.** |
| Developing | ‐ Can locate professional development opportunities  ‐ Attends required professional development sessions  ‐ Collaborates formally and informally during meetings  -Has a written professional development plan |
| Proficient | ‐ Provides research on best practices and/or documentation of required professional development activities or readings completed  ‐ Communicates professionally with the leadership team representative, grade level and/or department chair  ‐ Reflects upon past experiences and communication practices with parents, students, colleagues, and administrators  ‐ Collaborates formally and informally during meetings and dialogue  ‐ Establishes a positive line of communication with administration team and follows chain of command  -Establishes positive working relationships |
| Accomplished | ‐ Actively seeks and attends non‐required professional growth activities  -Works in PLC to promote collaboration and professional growth  ‐ Lesson plans show implementation of content and best practices learned in professional development |
| Distinguished | ‐ Leads professional development to address areas of need at the school level  ‐ Models professionalism with a positive attitude and strong work ethic  ‐ Observes and gives feedback to colleagues in lesson planning and delivery  -Leads in a professional organization or state/district committee  ‐ Establishes collegial classroom walk‐throughs for the purpose of garnering best practices to share with departments |
| **Element D** | **Teachers advocate for schools and students.** |
| Developing | ‐ Has copies of school (faculty and student) handbooks  ‐ Attends meetings as required, including IEP meetings  ‐ Can communicate testing and portfolio process/procedures  ‐ Uses approved lesson plan format  ‐ Collaborates with colleagues to improve student learning |
| Proficient | ‐ Develops written lesson plans for student learning  ‐ Shares ideas for positive change at school meetings  ‐ Uses formative data to improve student learning  ‐ Is a member of the school’s Parent‐Teacher Association (PTA)  ‐ Positively implements new policies/procedures  - Makes decisions based on facts, research, data, and/or student needs  ‐ Sends interim progress reports as scheduled  ‐ Communicates with school personnel regarding student needs  -Follows district/school protocols for providing interventions for at-risk students |
| Accomplished | ‐ Leads small group meetings  ‐ Organizes events and/or programs at the school  ‐ Encourages parent/guardian participation in school activities  ‐ Communicates with parents/guardians beyond required interim reports and open house sessions to show and discuss student work and / or progress  ‐ Actively seeks solutions to challenges students must overcome and helps remove barriers for success  ‐ Participates in sub‐committee work  ‐ Is a member of an organization that advocates for schools and/or students |
| Distinguished | ‐ Serves as a leader or chairperson of a group that advocates for schools and/or students  - Promotes new initiatives to peers, students, and parents  ‐ Leads staff development on ways to assist students and overcome challenges |
| **Element E** | **Teachers demonstrate high ethical standards.** |
| Developing | ‐ Has a copy of the NC Code of Ethics and Standards for Professional Conduct  ‐ Has fair and equitable classroom rules and procedures to protect student learning conditions  ‐ Keeps accurate student discipline log, communication records, and grade book  -Maintains confidentiality and observes FERPA rules |
| Proficient | ‐ Observes NC Code of Ethics and Standards for Professional Conduct  - Keeps accurate financial records for school materials, trips, etc  ‐ Maintains an accurate and equitable grading policy and management plan  - Maintains appropriate relationships with students  ‐ Consistently exhibits professional behavior in the classroom, meetings, and school functions  ‐ Protects the learning environment to maximize instructional time for student learning |
| Accomplished | - Counsels peers who flaunt ethical standards  - Reports violations of NC Code of Ethics and Standards for Professional Conduct  ‐ Seeks additional resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent  ‐ Collaborates with others to shape educational goals, policies, and decisions  -Consistently follows all school, system, and classroom policies |
| Distinguished | ‐ Conducts school/district trainings on professionalism  ‐ Initiates discussions with administrators regarding ethical dilemmas that affect the school community |

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| **STANDARD II** | **Teachers Establish a Respectful Environment for a Diverse Population of Students** |
| **Element A** | **Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults..** |
| Developing | ‐ Identifies the types of diversity within the student population  - Models good manners and respect for others  - Posts and follows policies and procedures that foster respectful communication and interaction in the classroom |
| Proficient | -Respects the diversity within the student population  ‐ Establishes a classroom environment that respects cultural diversity  - Models and requires respectful classroom communication  - Attends school-related activities to support students  - Is flexible when making assignments |
| Accomplished | - Encourages students to be supportive of diversity  - Uses PBS consistently  - Selects materials that challenge stereotypes and uses them with sensitivity  - Uses sustaining feedback so that students experience success  ‐ Creates a safe and orderly environment that allows students to take risks |
| Distinguished | - Creates learning opportunities that celebrate students’ diversity  - Facilitating positive work within PLCs to support students' success  ‐ Understands that human variability is normal and beneficial |
| **Element B** | **Teachers embrace diversity in the school community and in the world.** |
| Developing | -Identifies the types of diversity within the school community  - Groups students based on multiple criteria  - Posts and discusses artifacts that celebrate different cultures  - Acknowledges and demonstrates respect for students' cultural traditions and holidays |
| Proficient | -Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues  - Explains how cultures interact to shape world events  - Discusses current events  - Promotes tolerance in the classroom |
| Accomplished | -Understands the influence of diversity, and plans instruction appropriately  ‐ Uses a variety of materials that reflect a broad range of cultures and interests  - Ensures that both genders and all ethnic groups' opinions and ideas are heard  - Presents opposing points of view without value judgment |
| Distinguished | -Invites a variety of community members into the classroom to strengthen appreciation of diversity  - Imbeds global issues/events in classroom discussions  - Routinely includes many cultural influences in lessons |
| **Element C** | **Teachers treat students as individuals.** |
| Developing | ‐ Communicates vision and mission of district/school  ‐ Encourages students to give their best efforts  - Challenges all students  - Gives honest and constructive feedback |
| Proficient | -Articulates the need to treat students as individuals  ‐ Attends proactively to student differences  - Encourages students to undertake riorous work  - Expects the best from every student  - Differentiates instruction  - Uses rubrics or other methods for establishing clear expectations and criteria  ‐ Creates classroom opportunities that allow the teacher to actively know and connect with students  ‐ Uses students’ interests and concerns to develop course content  - Helps students understand the link between effort and achievement |
| Accomplished | -Values individual students’ contributions  ‐ Creates activities/lessons that provide students with choices about how to express their learning  - Establishes procedures to ensure all students participate |
| Distinguished | -Maintains a learning environment that has high expectations of every student  ‐ Provides challenging, rigorous work for all students  - Helps students monitor their success  - Models pursuit of excellence for students |
| **Element D** | **Teachers adapt their teaching for the benefit of students with special needs.** |
| Developing | ‐ Recognizes that students have special needs  ‐ Has a copy of student IEP accommodations  ‐ Is aware of available student modifications  ‐ Uses a variety of teaching strategies  ‐ Can identify subgroups that exist within the classroom/school  ‐ Frequently monitors student performance  ‐ Identifies students’ interests/learning styles  ‐ Rarely differentiates instruction |
| Proficient | ‐ Meets with student case manager(s) to seek assistance to meet  the needs of the students  ‐ Collaborates with specialists who can provide support to the special learning needs of students  ‐ Periodically seeks assistance to meet the needs of students  ‐ Gives directions to students in a variety of ways  ‐ Participates in professional development activities to improve teaching strategies  ‐ Differentiates instruction to meet students' needs  ‐ Makes adjustments in the lessons based on the needs of the students  ‐ Follows IEP accommodations |
| Accomplished | ‐ Provides collaborative learning opportunities for students based on learning needs  - Engages exceptional students in rigorous and relevant work  ‐ Frequently uses various assessments to modify some activities  ‐ Differentiates student activities on a regular basis  ‐ Frequently acts as a resource person for peers |
| Distinguished | ‐ Consistently differentiates lesson based on students’ needs  ‐ Utilizes diagnostic, formative and summative data and other available resources to adapt instruction  ‐ Infuses lessons with technology in order to deepen student  understanding  ‐ Acts as a resource to peers and the school community for differentiation |
| **Element E** | **Teachers work collaboratively with the families and significant adults in the lives of their students.** |
| Developing | ‐ Recognizes factors that can diminish or enhance involvement by parents, guardians, and the community in schools  ‐ Forwards all school related communications  - Communicates in a positive manner with parents and maintains a log of parent contact  - Responds promptly to phone calls/emails  ‐ Uses technology to communicate with parents/guardians  ‐ Identifies obstacles that prevent students from being successful  ‐ Participates in conferences |
| Proficient | ‐ Initiates parent meetings about student progress  ‐ Uses technology effectively to post current  assignments/projects/announcements  ‐ Explores community resources to help students  ‐ Advocates for school community |
| Accomplished | ‐ Maintains a classroom website/class newsletter  ‐ Identifies obstacles that prevent students from being successful  ‐ Documents responsiveness to parent needs via the communication log  ‐ Makes appropriate referrals to available resources  ‐ Frequently attends events that are hosted in the school community  - Recognizes exemplary students  - Communicates with parents who do not speak English |
| Distinguished | - Makes appropriate referrals to available resources  ‐ Advocates for school community  - Models ethical behavior in all interactions with school and community  - Participates regularly in school events  - Finds alternative ways to meet with parents who are unable to come to school  ‐ Seeks grant opportunities in order to provide for students with needs  ‐ Routinely does home visits as needed |
| **STANDARD III** | **Teachers Know the Content They Teach** |
| **Element A** | **Teachers align their instruction with the *North Carolina Standard Course of Study.*** |
| Developing | ‐ Uses NCSCOS to plan lesson  ‐ Lessons plans show evidence of the inclusion of literacy across content areas  - Instruction and assessment is aligned with the NCSCOS in content, in context, and in cognitive expectations |
| Proficient | ‐ Articulates NCSCOS objectives clearly in lesson plans  ‐ Lessons show evidence of the use of strategies that make the curriculum rigorous and relevant  ‐ Uses the language of the NCSCOS objectives when planning in  grade or subject level meetings  ‐ Elementary lesson plans show evidence that all grade level objectives are taught  -Secondary lesson plans show evidence that all course objectives are taught  - Teaches literacy skills across subjects |
| Accomplished | ‐ Incorporates strategies and resources in lessons obtained from professional organizations, meetings, professional development  ‐ Reflects upon the rigor and relevance of the taught curriculum via grade level meetings, conversations with administrators, peers and parents  ‐ Consistently employs high order thinking skills in developing lessons  - Uses data to drive and assess literacy instruction |
| Distinguished | ‐ Models strategies for colleagues  ‐ Develops and leads training to help colleagues align their  instruction with the NCSCOS  ‐ Sits on curriculum advisory committee, focus group, project team  ‐ Uses student data to make appropriate adjustments to lesson  content and the pacing of the curriculum  ‐ Models differentiation and shares ideas  - Consistently ncludes higher order thinking skills and literacy skills in lessons |
| **Element B** | **Teachers know the content appropriate to their teaching specialty.** |
| Developing | ‐ Teaches content aligned with *NCSCOS*  ‐ Teaches accurate information  ‐Uses professional resources related to content when planning  and delivering instruction  - Draws content from appropriate sources |
| Proficient | ‐ Attends professional development, graduate courses, conferences, designed to increase content knowledge  ‐ Has a working knowledge of the technologies available to increase student understanding of content curriculum and infuses technology  - Paces instruction to optimize effective learning  - Organizes instruction around central themes |
| Accomplished | ‐ Sponsors clubs, fieldtrips, after school activities related to content area  ‐ Involves students in learning more about the content area beyond the required curriculum  ‐ Shares content area resources with colleagues  ‐ Uses technology to enhance the delivery and  student understanding of the content area  ‐ Conducts action research and participates in on‐going educational trends |
| Distinguished | ‐ Develops and delivers content area workshops to colleagues  ‐ Develops resources and tools to increase the rigor and relevance of the content area for students and shares them with colleagues  ‐ Seeks advanced degree or add‐on certification  - Engages students in activities that build 21st century skills |
| **Element C** | **Teachers recognize the interconnectedness of content areas/disciplines.** |
| Developing | ‐ Knows the curriculum content below and above their grade level/course  ‐ Integrates instruction across disciplines  - Uses current events to enhance instruction  ‐ Attends vertical and horizontal curriculum planning meetings  ‐ Engages in team teaching or co‐teaching units as appropriate |
| Proficient | ‐ Identifies prerequisite requirements with grade level and/or cross functioning teams  ‐ Identifies requirements needed to meet the demands of next grade level and/or subject area  ‐ Plans linkages between grade level/course content  ‐ Promotes global awareness by integrating global content into lesson plans and lesson delivery  ‐Links concepts, content, beliefs and perspectives to global concepts, content, beliefs and perspectives |
| Accomplished | ‐Relates content to other disciplines as evidenced by lesson  plans, lesson delivery, student work, out of class activities  ‐ Consistently uses technologies to facilitate the linkages between content areas both vertically and horizontally  - Addresses global issues and current events  ‐ Leads vertical and horizontal content planning meetings  ‐ Integrates instruction in relevant ways |
| Distinguished | ‐ Utilizes technology to teach global awareness  ‐ Develops tools that help to articulate vertical and horizontal  content linkages  ‐ Collaborates with peers, community, universities and organizations to ensure the interconnectedness of content areas/disciplines  ‐ Develops and delivers professional development designed to help colleagues understand global connections embedded within content areas |
| **Element D** | **Teachers make instruction relevant to students.** |
| Developing | ‐ Connects curriculum to life in the 21st century  - Uses multimedia resources to enhance instruction  - Identifies 21st Century skills throughout the NCSCOS  ‐ Accesses resources, artifacts, and examples to help  students connect their learning to life in the 21st century |
| Proficient | ‐ Includes activities that enable students to connect the curriculum with technology using 21st century skills  ‐ Helps students make global connections across the  curriculum  - Explains the relevance of lessons  - Promotes participation in civic life by teaching students how to stay informed about issues |
| Accomplished | ‐ Consistently integrates core content with 21st century content.  ‐ Collaborates with other teachers to show relevance among curricular areas  ‐ Regularly uses outside resources, artifacts and examples that  facilitate students making connections between the classroom and life in the 21st century  - Designs activities that require students to adapt, solve problems, and develop collaborative skills  - Engages students in group activities that value and require personal productivity |
| Distinguished | -Collaborates and develops relationships with community members to facilitate instruction  ‐ Models and demands personal and academic integrity  - Requires students to take responsibility for their own learning  - Develops and uses a comprehensive system for evaluation students' development of 21st century skills  - Uses simulations, court cases, debates, legislative actions or other real-life applications to enhance instruction |
| **STANDARD IV** | **Teachers Facilitate Learning for Their Students** |
| **Element A** | **Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.** |
| Developing | ‐ Understands developmental levels and recognizes need to differentiate  -Uses formative and summative assessment strategies |
| Proficient | - Develops activities to build higher level thinking skills  - Addresses various learning styles/intelligences during instruction  ‐ Provides differentiated assignments based on assessment data  -Selects needed resources to improve student learning  -Uses formative and summative assessments to drive instruction |
| Accomplished | ‐ Develops and uses formative and summative assessments  - Consistently differentiates based on performance data  - Uses alternative resources to improve instruction  - Provides opportunities for students to extend and stretch their strengths and weaknesses  - Uses centers and/or groups as methods for differentiation |
| Distinguished | ‐ Shares ideas with peers and/or leads professional development on differentiated instruction  ‐ Presents at Local, or State, or National conferences  ‐ Uses current research about student learning  ‐ Suggests, implements, develops, or adapts programs that enhance student learning |
| **Element B** | **Teachers plan instruction appropriate for their students.** |
| Developing | ‐ Creates lesson plans using NCSCOS  ‐ Uses pacing guides and curriculum maps  ‐ Attends meetings  ‐ Administers required benchmarks assessments  ‐ Knows that data is an important tool for planning |
| Proficient | ‐ Uses formative/summative assessments as well as other data to guide instruction and lesson planning  ‐ Continually modifies instruction based on informal and formal assessment data  ‐ Incorporates teaching strategies that meet the needs of all students |
| Accomplished | ‐ Monitors all student responses during whole class, small group and seatwork activities  ‐ Creates common assessments  - Uses temporary skills groups as appropriate to meet objectives  - Maintains accurate records of students' mastery of objectives  - Monitors trends in student performance to identify strengths and weaknesses and guide differentiation |
| Distinguished | ‐ Responds to cultural differences through lesson planning and lesson implementation  ‐ Leads vertical data discussions to support SIP goals and objectives  - Informs instructional methods with current diversity based research |
| **Element C** | **Teachers use a variety of instructional methods.** |
| Developing | ‐ Is aware of different teaching strategies and learning styles |
| Proficient | ‐ Addresses the different learning styles in the classroom  ‐ Uses varied strategies during instruction  - Integrates technology appropriately |
| Accomplished | ‐ Differentiates instruction on a routine basis incorporating visual, auditory, and kinesthetic learning opportunities to meet the learning needs of all students  - Differentiates to meet varied needs  - Engages students in higher level thinking  - Encourages students to use and apply metacognitive reading skills |
| Distinguished | ‐ Consistently incorporates current ideas from in‐service training and action research  - Explores and implements new technology  - Conducts staff development to share new strategies and materials  ‐ Uses professional publications in order to stay abreast of current best practices |
| **Element D** | **Teachers integrate and utilize technology in their instruction.** |
| Developing | ‐ Is aware of technology that is accessible for instructional purposes |
| Proficient | ‐ Uses technology in the classroom regularly and appropriately |
| Accomplished | ‐ Uses appropriate technology to support instruction of core curriculum  - Enhances instruction with technology  - Explores new and innovative technology and implements new skills |
| Distinguished | ‐ Leads students to produce work products using technology based tools  ‐ Attends professional development on technology and implements new skills  - Viewed by peers as a building expert on technology |
| **Element E** | **Teachers help students develop critical thinking and problem solving skills.** |
| Developing | ‐ Is aware of importance of higher order thinking skills and the  various levels of higher order questioning  ‐ Asks Knowledge and Comprehension based questions most often |
| Proficient | ‐ Asks students to apply, analyze, evaluate, and generate/create  - Models problem-solving techniques for students  - Employs questions and assignments requiring critical thinking |
| Accomplished | ‐ Consistently poses higher order questions to students and models think‐ alouds and problem solving  - Requires students to develop and test new ideas and to draw conclusions  - Requires students to exercise and communicate sound reasoning  - Requires students to frame, analyze, and solve problems |
| Distinguished | ‐ Shares ideas and assists teachers in integrating higher order  thinking and problem solving during grade level meetings and in‐school staff development to enhance instructional practice  - Routinely assigns students to teams for problem-solving  - Participates in developing curriculum at district/state level |
| **Element F** | **Teachers help students work in teams and develop leadership qualities.** |
| Developing | ‐ Understands the need to teach students to work collaboratively  ‐ Arranges classroom seating that encourages and supports collaborative work |
| Proficient | ‐ Provides frequent opportunities for paired activities and small  group work  ‐ Groups diverse students purposefully to ensure the success of collaborative learning experiences  ‐ Consistently provides opportunities for students to work together  - Organizes student teams to promote leadership development |
| Accomplished | ‐ Creates a learning environment where students create working  teams and assign themselves roles and responsibilities  - Develops and uses rubrics that require students to cooperate, collaborate, and manage their teams |
| Distinguished | -Develops student leaders by providing feedback on cooperation, collaboration, and leadership in team work  - Conducts staff development on effective use of teams |
| **Element G** | **Teachers communicate effectively.** |
| Developing | ‐ Uses proper grammar in the classroom with students, parents, and peers  ‐ Speaks clearly in all conversations  ‐ Gives clear directions as part of lessons  ‐ Uses a positive tone and voice level in conversations  ‐ Utilizes a variety of communication techniques to overcome language barriers, including wait-time  ‐ Establishes rules and procedures for oral participation and classroom movement |
| Proficient | -Uses a variety of teaching styles (tone, visual, etc.) to communicate directions  ‐ Communicates appropriately in verbal and handwritten notes  ‐ Uses a variety of questioning techniques and opportunities for discussion  - Models respectful communication  ‐ Encourages all students to participate equitably in classroom  responses  ‐ Teaches students to participate in small group discussions and cooperative groups |
| Accomplished | ‐ Asks open‐ended questions and encourages open discussions  ‐ Uses cooperative groups effectively  ‐ Encourages students to participate actively by listening, writing, and verbal participation  ‐ Provides opportunity for students to select appropriate means of communication and reflect on their work |
| Distinguished | ‐ Anticipates communication issues and makes provisions for  students with language barriers (Visuals, translated letters, interpreter for conferences, etc.)  ‐ Leads staff development on literacy skills and effective communication  ‐ Encourages students' ownership for solving problems  ‐ Empowers students to lead in instructional opportunities  ‐ Empowers students to assess peers and their own learning  ‐ Helps to establish school‐wide procedures for enhancing communication among students and colleagues.  ‐ Employs a 21st century mindset in communication and learning |
| **Element H** | **Teachers use a variety of methods to assess what each student has learned.** |
| Developing | ‐ Administers benchmarks and required quarterly assessments  ‐ Administers formative and summative assessments and maintains a record of students’ progress |
| Proficient | - Reviews students’ homework to assess mastery  ‐ Uses summative test data to group students for instruction  ‐ Adjusts teaching to address and meet students’ needs based on multiple assessments  ‐ Uses various means to evaluate students  - Understands how to interpret performance data, and uses information to drive instruction |
| Accomplished | ‐ Uses performance data to drive and modify instruction on a consistent basis  ‐ Uses small group instruction to teach concepts based on data from assessments  ‐ Allows students to choose from a variety of ways to demonstrate  mastery  ‐ Uses rubrics to determine learning expectations for the students as well as to evaluate students’ work products  ‐ Teaches students how to give peer feedback to encourage learning and reflection |
| Distinguished | ‐ Models 21st Century skills for colleagues  ‐ Regularly conducts pre and post assessments and uses summative, formative, and anecdotal assessments to group students  ‐ Teaches students to analyze assessments/tests in order to take responsibility for their own performance and set personal improvement goals  ‐ Provides opportunities for students to choose the artifacts by which they are assessed |
| **STANDARD V** | **Teachers Reflect on Their Practice** |
| **Element A** | **Teachers analyze student learning.** |
| Developing | ‐ Reviews students’ portfolio, IEPs, and cumulative records prior to planning lessons  - Monitors student progress  ‐ Attends workshops focused on improving analysis |
| Proficient | ‐ Routinely shares research based interventions during PLC meetings when discussing and analyzing student data  - Prepares challenging lessons that are aligned with the NCSCOS  - Uses data to drive instruction  - Attends professional development to improve practice  - Participates actively in PLCs to improve student performance |
| Accomplished | ‐ Keeps a student data log or journal showing analysis and reflection about student learning  - Capitalizes on "teachable moments"  - Consistently considers individual needs of students and differentiates accordingly |
| Distinguished | ‐ Keeps a student data log or journal on each student showing evidence of analysis from using research based strategies  -Shares strategies during grade level /PLC discussions  - Analyzes strategies throughout the year to identify successful methods  - Conducts action research to promote student learning |
| **Element B** | **Teachers link professional growth to their professional goals.** |
| Developing | ‐ Attends staff meetings and professional development sessions at school and with the district  ‐ Develops an appropriate professional development plan  ‐ Seeks professional development opportunities to foster growth |
| Proficient | ‐ Participates in professional development that aligns with individual professional development goals  ‐ Implements new skills and strategies and shares them with colleagues |
| Accomplished | ‐ Attends workshops aligned with individual professional development goals that relate to student needs and implements new skills and strategies  ‐ Takes an active leadership role in leading professional development  ‐ Collects and shares outside resources  - Seeks an advanced degree |
| Distinguished | ‐ Uses the strategies learned at professional development workshop in planning with grade level team  ‐ Chairs a committee  ‐ Improves practice by seeking National Board certification and/or an advanced degree  - Participates in decision making and research at the district, state and/or national level |
| **Element C** | **Teachers function effectively in a complex dynamic environment.** |
| Developing | - Designs lessons based on research-based practices  ‐ Reads professional material |
| Proficient | ‐ Uses research based intervention practices in lessons and plans  - Uses multiple teaching styles  - Adapts to changing practices, new ideas, and initiatives |
| Accomplished | ‐ Participates in a professional organization  - Uses a variety of research-based techniques to challenge students  - Being a change agent - practicing, providing feedback, and affecting the overall climate of the school  ‐ Mentors new teachers or supervises interns |
| Distinguished | ‐ Conducts and shares research from professional materials  - Revises instruction based on evaluation and diagnosis of data  ‐ Participates in National Boards and/or graduate classes  ‐ Advocates in community  - Is innovative, and shares outcomes with school/district  ‐ Is active in policy making and change |